

HURecord, Vol. 17, No. 2

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Recommended Citation

() "HURecord, Vol. 17, No. 2," *The Howard University Record*: Vol. 17 : Iss. 2 , Article 1.
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HOWARD UNIVERSITY—SCHOOL OF MEDICINE

The Drive is on for the \$500,000 Endowment Fund.

THE HOWARD UNIVERSITY RECORD

PUBLISHED BY HOWARD UNIVERSITY in January, February, March, April, May, June
November, and December.

¶ Entered as second class mail matter, at the Washington City Post Office.

Price per Copy, Fifteen Cents

Subscription Price, One Dolla

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CONTENTS

Editorials	-	-	-	65
Why Henry VIII Made the Breach with Rome	-	-	-	
<i>Joseph Lafayette Bryant '23</i>	-	-	-	68
Daniel Defoe's Views on Education	-	-	-	
<i>Charles Eaton Burch</i>	-	-	-	73
Howard Alumni You Ought to Know	-	-	-	79
Alumni Notes	-	-	-	82
University Notes	-	-	-	86
Undergraduate Life	-	-	-	88
Of General Interest	-	-	-	96
Counterweights	-	-	-	98

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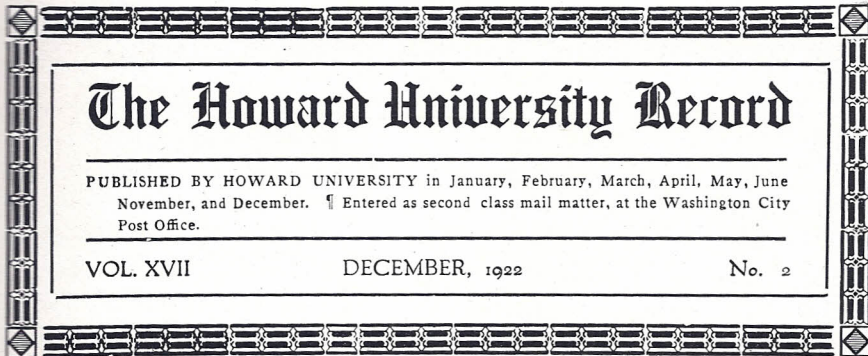
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Editorials

A DINNER TO THE UNITED FACULTIES.

ON the evening of Wednesday, November 8th, at eight o'clock, President J. Stanley Durkee invited the members of the united faculties of the University to a dinner in the new dining hall on the campus. This dinner, as the President stated in his invitation, was for the purpose of affording an opportunity for all members of all the faculties to meet and to greet one another and to spend an evening of good fellowship.

The faculties of all the schools of the University—Junior College, Senior Schools and professional schools—responded with an attendance of nearly one hundred per cent and with a degree of enthusiasm and loyalty that reached the high-water mark on an occasion which is regarded as the greatest get-together meeting in the history of Howard University.

After the guests of the evening had partaken of a carefully planned and most toothsome dinner in the attractive and spacious new dining hall, and a vote of thanks had been tendered to the management of the dining hall by the assembly, President Durkee asked for the unselfish co-operation of the united faculties with the School of Medicine in securing the gift of \$250,000 offered by the General Education Board of New York City, provided an equal amount be raised by the University.

Secretary-Treasurer Emmett J. Scott spoke of the present stage of the campaign and stated that substantially \$50,000 is already in hand or pledged towards the amount needed. Heartening speeches advocating a complete co-operation of all the faculties in realizing this \$500,000 endowment for the School of Medicine were made by the following representatives of the several faculty groups: Dr. E. A. Balloch, Dean of the School of Medicine; Dr. W. C. McNeill, Dr. A. M. Curtis; Dr. H. J. Hazen, of the Medical School faculty; James A. Cobb, acting Dean of the School of Law; Dr. D. Butler Pratt, Dean of the School of Religion; Prof. Kelly Miller, Dean of the Junior College; Miss Lucy Slowe, Dean

of Women; William West, Secretary of the student branch, Y. M. C. A.; and Col. C. E. O. Howard, Professor of Military Science and Tactics.
G. M. I.

LATIN AGAIN.

IN a conversation recently with the Professor of Latin the fact was brought out that the average number of students taking Latin in each quarter for the past three years was twenty-five, while in the three years preceding that the average number of each semester was about one hundred and twenty-five. Should we admit without argument that the introduction of the quarter system *has* had something to do with this change, still the fact remains that such a striking difference cannot be satisfactorily accounted for in this way. The reasons why the classics should be studied are admirably set forth in detail by Professor Lightfoot himself, in an article entitled "The Classics and the College Course," which appeared in the Howard University RECORD for January, 1919. It is not my purpose to recapitulate here the several points of that article, though I would recommend it most heartily to any student interested in this subject. My aim in this brief note, however, is to stress one of the reasons therein set forth, namely, the value of Latin to the student of the Romance languages, three of which are taught each quarter to large numbers of students in Howard University. I refer, of course, to French, Spanish, and Italian.

On this point I can, perhaps, do not better than quote Professor Lightfoot's own words: "The Romance languages—for our purpose Spanish, French, and Italian—are nothing but corrupt forms of modern dialects of the ancient Latin tongue; they represent the popular speech of the Romans—known as the 'sermo plebeius'—as used in the different provinces by Roman soldiers, artisans, farmers and business men. In them the rich inflectional system of the Latin is almost entirely lost and much of the highly developed syntax fails of preservation, while the differentiation into Spanish, French, and Italian is due to the condition of the popular Latin at the time of the Roman occupancy in the provinces, the temperament of the semi-civilized native element, perhaps, the infusion of an additional foreign element, and many other influences that operate in the development of a language. It were idle to assert that any serious study of the Romance languages and literatures, calculated to give them their proper setting and value in the college course, would fall far short of its purpose, when given to students who do not possess some considerable acquaintance with Latin above the secondary stages."

What has been said of the three languages mentioned in the preceding paragraph, is true also of the Portuguese language. Of what value, you

may say, is this last? First, it is the language of the greatest of the South American countries, Brazil, probably the most liberal, from the standpoint of colored men, of all countries in the Western Hemisphere. Second, it is the language of Portugal, the mother of Brazil, and of the people of Portugal a great scholar says: "No European race confronted with the problem of an immense colored population has solved it more successfully than the Portuguese and their kinsmen in Brazil; in both countries intermarriage was freely resorted to." I wonder how many of us realize that central and southern Portugal are full of negroid types? Third, it is the language of many of the greatest navigators and explorers of the 15th and 16th centuries, and in that language are their chronicles written, and most of them are as yet untranslated into more familiar tongues. Who can say what records relating to Africa, now locked up from the English-speaking world in the chronicles of the Spanish and Portuguese *conquistadores*, may yet be made known through the zeal and interest of Negro scholars? To the person with imagination and vision the idea is fraught with great possibilities.

To repeat, Latin is the underlying basis of all four of the important languages mentioned. If you can conceive of five great roads lying parallel one to the other, with Latin on the extreme right, Spanish and Italian closest to it, Portuguese a little farther away, and French at the extreme left, you will have a pretty fair graphic representation of the relations of these languages. Each developed with remarkable regularity of change, though under somewhat different conditions, from the vulgar Latin. An accurate knowledge of the phonetic and other influences underlying and accompanying the changes will enable any student of ordinary penetration, who has a good Latin foundation, to make a pretty good guess at the meaning of most of the older words in these four languages, without recourse to a lexicon. A thorough knowledge of Latin, and a knowledge of the laws of derivation, will increase enormously his working vocabulary, as far as ability to read is concerned, and short cuts to great areas of linguistic knowledge are ready to his hand. For these, if for no other reasons, it would be too bad if Latin should be thrown overboard altogether, and the undersigned, as one interested in the progress of the study of Romance languages at Howard, sincerely hopes that the pendulum will soon swing back.

E. C. WILLIAMS,

Head of Department of Romance Languages.

Special Articles

WHY HENRY VIII MADE THE BREACH WITH ROME.

INTRODUCTION.

I. General Characterization of reign of Henry VIII.

1. Title to the Throne.
2. Attitude towards father's Policy.
3. Case of Catherine.

BODY.

I. Events that led up to Henry VIII.'s Breach with Rome.

1. Henry infatuated with Anne Boleyn.
2. Henry begins steps for divorce.
3. The Pope refuses to grant divorce.

II. Henry VIII.'s final separation from Rome.

CONCLUSION.

- I. Measures contemplating the separation.
- II. The events completing the Breach.

HENRY VIII., 2ND TUDOR KING.

(1509-47)

WHY HENRY VIII MADE THE BREACH WITH ROME.

HENRY VIII., who was a Tudor, succeeded his father as King of England, while Europe was in a state of unrest. There had not been a King who has presented himself to the nation with so clear a title since the accession of Richard II. Henry was a fine youth of eighteen, tall, broad-shouldered, handsome in form and features, a champion with a lance or long bow. His love of learning and fine arts was a joint legacy from his father and his grandmother, Margaret, Countess of Richmond. Still like all other Tudors he was masterful and overbearing, and hated to be balked in his gratifications.

At the beginning of Henry's reign he contemplated no serious change from his father's plans. He kept the great nobles out of office. He made the church more dependent upon the royal will. His first act was to cause the arrest of Empson and Dudley, barons of the exchequer, greatly hated by his father, but men whose only crime had been over-faithful service to the crown. Therefore, the people saw that Henry's purpose was to continue his father's policy.

In 1503 a special dispensation of Pope Julius II. authorized the marriage of Henry VIII. with Catherine of Aragon, the widow of his brother, Arthur. Soon after the third alliance with France the question of succession arose. Since that was Henry's most sensitive point, he began forthwith to question the validity of the papal dispensation, which had authorized his marriage to his brother's wife. He took steps to get rid of her by invoking technicalities of the "Canon Law." She had no male children, and this caused Henry to be very much displeased. He was disappointed because England had never been ruled by a queen. His daughter, Mary, was the only heir to the throne. Henry at the same time had fallen in love with Anne Boleyn and had already been thinking of how he could get rid of his present wife; so after much consideration, he thought that he could easily get rid of her on the grounds that she had no male heir to the throne. In addition he thought to advance the fact, she was his brother's wife.

The unfortunate Catherine, it is true, was plainly in the way. Although she had always been a faithful wife and most unselfishly devoted to her husband's interests; with a characteristic willfulness, Henry set out to get rid of her. Wolsey, who was the King's right-hand man, knew that it would not be an easy matter to obtain a divorce; so he tried to get the King to give it up, for political reasons; telling him if he divorced his wife, the alliance with Charles V. might be severed, as Catherine was closely related to the Emperor.

At that time Henry was planning an alliance with France, so he seemed to care a little about the feeling of Charles. On the other hand Charles

had a strong position in Italy, which made it possible that the Pope might grant his divorce for a political reason. Knowing that the Pope was looking with jealousy upon the increasing power of Charles, and thinking that he would do anything to counter-balance his power, Henry felt that he could easily obtain a divorce; so he made the attempt, which failed in 1527.

Wolsey knew that there could be no divorce obtained for the King, but he did all in his power to please him. Wolsey went to the Pope and failed to get his approval for Henry's divorce. Henry enraged, blamed Wolsey of violating "Statute Praemunire;" stripped him of his honors and offices and appointed Thomas Cromwell as his successor. Cromwell favored the divorce and urged the King on, to separate from Rome; and in order to do this, he managed the Parliament in the King's interest, ruled the Privy Council, and fell heir to all the bitter hatred which nobles once felt for Wolsey. The idea of obtaining the opinions of the doctors at the English Universities had already been mooted, and one of those selected at Cambridge was Thomas Cranmer; Mr. Foxe, Mr. Gardiner and others who supported the King, had a conversation on the "King's affairs;" at which Cranmer expounded the theory that if the universities give it as their opinion that the union with Catherine is contrary to Divine law, the King can follow the dictates of his own conscience and pronounce the marriage null without recognizing Papal jurisdiction. The answers of the universities were inconclusive, some declaring the marriage valid, others declaring it against the law of God, some declaring it void.

I do not say that I can answer this question satisfactorily, but I will set forth a few things for the sake of clearing up the matter. Before 1533 was over, Henry appealed from the Pope to the General Council. Clement not only paid no heed to his appeal, but gave sentence in favor of Catherine. When Parliament met in 1534, Henry was obliged to strengthen his position of hostility to the Pope. He procured from it three Acts. The first of these was a second Act of Annates, which conferred on him absolutely not only the first fruits of bishoprics which had been the subject of the conditional Act of Annates in 1532, but also the first fruits of all the clergy, as well as a tenth of each year's income of both bishops and clergy, all of which payments hitherto had been made to the Pope. Incidentally this Act also regulated the appointment of bishops by ordering that the King should issue a "conge d' elire" to the chapter of the vacant see, together with a letter compelling the choice of his nominee. The second Act, concerning Peter's pence, abolished all minor payments to the Pope, and cut away all interference of the Pope by transferring to the Archbishop of Canterbury the Pope's right to issue licenses and dispensations. The third confirmed the submission of the clergy and enacted that appeals from the courts of the Archbishop should be heard by commissioners appointed by the King, and known as the delegates of

Appeals. It was by these Acts that separation between the churches of England and Rome was finally effected. They merely perfected the work, which had been done by the Great Act of Appeals in 1533.

The Church of England had indeed always been a national church with its own ecclesiastical assemblies, and with ties to the crown which were more or less tightly or loosely tied at various times. It had, however, maintained its connection with the Continental Churches by its subordination to the Pope, and this subordination had been made real by the subjection of its courts to appeal to Rome, and by the necessity of referring to Rome for permission to do certain things prohibited by English ecclesiastical law. All this was now at an end. The old supremacy of the King was sharply defined. The jurisdiction of the Pope was abolished.

Nominally the English ecclesiastical authorities became more independent; more capable of doing what seemed to them to be best for the Church of the Nation. Such at least was the state of the law. In practice the English ecclesiastical authorities were entirely at Henry's bidding. In theory and in sentiment the Church of England was still a branch of the Catholic Church, one in doctrine and in discipline with Continental Churches. Practically it was now, in a far more unqualified sense than before, a national church, ready to be washed from its ancient foundations whenever the tide of opinion should break strongly upon it.

It is necessary, however, to proceed now to the Reformation, and to endeavor to determine as strongly, and as clearly as possible the bearing of that most critical era upon the subject under consideration. Henry VIII. had as early as 1515, seen a struggle between the secular and ecclesiastical jurisdictions in Standish's case, in the course of which he is said to have expressed himself as determined to endure no division of sovereignty in his realm. Whether that was really said, or merely put into his mouth afterwards, it is difficult to state, but certainly no scheme of change in relation between the Church and State was set on foot for nearly seventeen years. Then the business of the divorce at Rome, and discontent of the King, with the half-hearted support of the clergy at home, completed his disgust, and he set out on a course of radical change.

Therefore, you can see that the main reason Henry VIII. made his breach with Rome was that he hated to be balked in his ambitions, as he was masterful and overbearing like all other Tudors. The main points were as follows:

- (1) Henry is infatuated with Anne Boleyn.
- (2) Henry begins steps for divorce; the Pope refuses to grant divorce.
- (3) Henry, enraged, blames Wolsey and his clergy at home, for half-hearted support.
- (4) Henry secured renewal of Act of Annates in 1552. Incidentally he marries Anne Boleyn.

It seems wise to regard Henry VIII. as the originator of the most critical change of his reign. After what has been said, you will probably

permit the following observations: I have grown to believe that Henry VIII., infatuated with Anne Boleyn, together with the desire for spoils, the ambition for uncontrolled sovereignty, and being in possession of the facilities for gaining his own immediate ends in marriage, urged himself on in the line of doing, not what he ought to do, but what he did; making "The Breach with Rome."

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JOSEPH LAFAYETTE BRYANT,

Class '23.

DANIEL DEFOE'S VIEWS ON EDUCATION.

MOST modern readers are startled when they discover that the author of *Robinson Crusoe* was the most prolific writer of his century. But he was even more than that. Daniel Defoe was a versatile genius. He did work of a fairly high order in many sections of English prose. His contemporaries read with eagerness his views on practically every topic that was discussed in the England of his time. Papers on religion, politics, history, national and international commerce, geography, travel, domestic affairs, morality,—these and many others came in rapid succession from his tireless pen. It may be both interesting and profitable to study our author's views on education.

English leaders of the Eighteenth Century, busy by day with religious controversies and political party fights, and too much engrossed in coffee house gossip during the evenings, seemingly had no time to consider seriously the problems of education. Whether the unusual activity in questions of religion and government as well as the new social life are sufficiently influential to account for this low level in education is a debatable question. But undoubtedly the nation had sadly neglected her schools. At the universities, the torch of scholarship was well nigh extinct, and serious teaching had become a thing of the past. Adam Smith during the third quarter of the century frankly stated that in the University of Oxford, "the greater part of the public professors have for these many years given up the pretense of teaching." Lord Kenyon a few years later exposed the deplorable conditions in the Grammar schools: "Whoever will examine the state of grammar schools in different parts of this Kingdom will see to what a lamentable condition most of them are reduced, and would wish that those who have any superintendence or control over them had been as circumspect as the Archbishop of York has been in the present occasion. If other persons had equally done their duty, we should not find, as is now the case, empty walls without scholars and everything neglected but the receipt of the salaries and emoluments to them."

One, therefore, should not be surprised to find an English patriot, during earlier days, when the educational status of the country was lower than that referred to by Adam Smith and Lord Kenyon, calling a thoughtless nation to the training of its youth. For with all of his faults, Defoe seemed to have been thoroughly interested in England. It is true that in many of his journalistic efforts, we meet the writer who is doing the kind of work which will bring him shillings and pounds. But it would be unfair to infer that this was a constant policy. For the most part his tracts on education were primarily the outcome of his genuine interest in his people, rather than a mere journalistic performance to get money.

Daniel Defoe was an educator. And his pupils were the "whole body of the English people."

As early as 1697 in a treatise which he styled "*An Essay Upon Projects*," he clearly showed that he was among the number who had a new and rather radical program for English education. To his forward-looking mind, the time had come for Englishmen to remove the yoke and allow the women a chance for a liberal education. He hit hard at the men of England for keeping the women in intellectual bondage, remarking that "it looks as if we denied women the advantage of education for fear they should vie with the men in their improvements."¹ Then he came forward with a constructive plan which according to his way of thinking, would remedy the existing evil. Nor did he advocate a narrow scheme. Defoe's plan for the education of women was so far in advance of his day that very few men were willing to give it a hearing. The passage which follows was not well received by the average school man of the period:

"The persons who enter should be taught all sorts of breeding suitable to both their genius and their quality, and in particular music and dancing, which it would be cruelty to bar the sex of, because they are their darlings. But besides this they should be taught languages as particularly French and Italian, and I would venture the injury of giving a woman more tongues than one."² He also recommended that the young ladies who attended the proposed academy be given careful instruction in English speech, "that they should be brought to read good books, especially history and so to read as to make them understand the world and be able to judge things when they hear them."

Defoe advocated education for all the people. He felt that it was a national disgrace to find any group of English people in ignorance. In his tract, *Of Royall Education* (1730), he argued for a more liberal education for the royalty, proving, by citing from historical sources, that English sovereigns who possessed real learning, shed lustre on their generation. In a more elaborate educational work, he dwelt at great length on the neglect of education among the landed gentry, and pointed the way toward improving conditions. And in his *Defence of Charity Schools*,³ *Appeal for Charity Schools*,⁴ and the *Oxford Society for Educating Poor Children*, he remembered the poor. When the British journal was using its influence to have the Charity schools abolished because a few of the indiscreet teachers had been instilling into the minds of the pupils unsound religious and political doctrines, Defoe brought all of his

¹ *An Essay upon Projects*, 1697.

² *Ibid.*

³ *Appleby's Journal*, July, 1723.

⁴ *Ibid.*

powers to bear in showing the public the folly as well as the evil in the editor's contention. After silencing the *British Journal*, he turned to the public and urged that all unite for the purpose of maintaining the Charity Schools. He clearly shows that they had a noble as well as a useful mission: "The Charity Schools will put them out to trades both boys and girls, teach the boys to get their livings and the girls to spin and to work with their needles, and in short to be able to live on their own labor, keep themselves out of snares and idleness and preserve them from beggary and want."⁵

Few authors have surpassed Defoe in clearly presenting the unfortunate condition of the illiterate poor:

"How unhappily and wretchedly mean does it render our poor, when, added to their native misery, we find them utterly untaught, ignorant and as it were, barbarous or wild, that they can neither read or write, know nothing and are capable of learning any otherwise than the horses they drive may learn to know the names they give them, and which way to turn when they are called to."⁶

Defoe had little sympathy with the education which did not fit men for service. Time and again he held up to light the futility of the labors of many eighteenth century educators. It is true that he often resorted to this topic in self defence, for his fellow journalists were continually reminding him of his lack of university training and did not hesitate to brand him as illiterate. When such thrusts were levelled at him, he did not hesitate to show that the very practical training which he had received at Stoke-Newington had made him a more efficient journalist than those who boasted of a university education. Yet aside from this personal note, we can study the contributions and see that he was nearer to our modern conception of education than most of his contemporaries. He never grew tired of recommending the careful study of history, geography, commerce, English language and literature. His ideas relative to the place which the vernacular should have in the curriculum of the English Schools are so significant that they call for separate treatment.

The colleges and universities of England during the eighteenth century, paid little, if any attention to the study of English. On every hand there were evidences of the complete conquest which had been made by the ancient languages. Professors and tutors were not satisfied with lecturing in Latin when they met their students in classical studies, but even in philosophical and scientific subjects, lectures were delivered in the ancient tongue. To a few men, this practice was a harmful one. Students came from the universities with a smattering of Latin and Greek, little knowledge of history, philosophy, and mathematics, and a

⁵ Appleby's Journal, July, 1723.

⁶ Of Royall Education, 1730.

very meagre grasp on their native tongue. The venerable heads of the colleges must have frowned when they read these words:

"I must add that it would be a happy encouraging step toward the improving young gentlemen in science and in the study of all the liberal arts, as they are justly called if they were taught in English and if all the learned labors of the masters of the age were made to speak in English." He further comments on the English used by University men: "They can hardly spell their mother tongue, at least 'tis frequent that tho all their performances are at last to issue in the original Mother English, yet being lost out of all the lectures of their tutors and all their own performances, they have no style, no diction, no beauty, or cadence of expression, but one so dull, so awkward, and so should be farther informed by the help of reading."⁷

In shifting his attention from the schools of liberal arts to the theological schools, Defoe saw no improvement in the teaching of English. In his judgment, the teachers in the divinity schools were placing too much emphasis on the Greek and Hebrew. As a result of this procedure, ministers came to their congregations with much Greek and Hebrew, but with very little English. Defoe cleverly exposed the weakness of such instruction.

"Preaching the gospel which is the end of our study is done in English and it seems absurd to the last degree that all the time should be spent in the languages which it is to be fetched from, and none in the language it is to be delivered in. A man would blush to read the very orthography of some among us who are masters of all the Oriental languages, who can place the accents right in the Greek, can criticize the Latin, can point the Hebrew and cannot spell their 'English.'"⁸

His remarks regarding the English equipment which the minister should have are admirable.

"Acceptable words, a good diction, a grave yet polite and easy style in the English is a most taking and valuable thing in a minister and without which his learning cannot exert itself."

But Defoe was not opposed to the Universities. He was well aware of the place which for so many years they had occupied in the life of the English people. His criticisms were aimed at weak points which were threatening the usefulness of these seats of learning. On several occasions, when he attacked the Universities, he assured the public that by no means was he opposed to the study of the humanities. That there was no hypocrisy in these many utterances is perfectly clear from his conduct in defending the Universities which had been so severely attacked by the British journal.

⁷ The Compleat English Gentleman, 1730.

⁸ Present State of Parties, 1701.

"As I said in the affair of Charity Schools, so I say of the universities. Had he censured the misbehavior of those that misbehaved, the crimes and vices of those who are really vicious and criminal; this had been so far justifiable as the fact had been capable of proof; but this man flies not at the people in the universities; but at the universities themselves, not at the governors, but at the government itself, not at the mistakes and errors of Christians, but even at the duties of Christianity itself. He approaches the founders more than the fellows and the foundation more than the people established upon the foundation; so that according to him, our universities should be purg'd by fire. They should not be reform'd, but transformed, not purified but pull'd down. The giving lands for the educating youth, and bring them up to be servants of God's altar; the selling of estates for the erecting of seminaries of virtue and learning, that youth may be instructed in the knowledge of religion and languages together, this is condemned as giving money to lazy and aspiring ecclesiastics, boldly reproaching the whole body of English Clergy, of whom (their enemies themselves being judges) there are numbers to be found in every part of the nation."⁹

A further proof of Defoe's interest in higher education is seen in his suggestions for the establishment of a university in the city of London. It was his firm belief that England needed a wide-awake university in the capital. However, this plan had no evil designs on the Universities of Oxford and Cambridge. "We may have universities at those places and at London too without prejudice;" for he contended that "knowledge will never hurt us, and whoever lives to see an university here will find it gives quite another turn to the genius and spirit of our youth."¹⁰ Such an institution he felt would minister to the needs of the poor students of the nation who were eager for an education. Again he thought that this proposed metropolitan university would kindle the zeal for knowledge. Anticipating the objection to the founding of another institution of higher education when Gresham college was already in existence, he claimed that the teachers at Gresham were not equal to the tasks which should be undertaken by the new university. He earnestly advised that such teachers, "who only read in term time" be avoided in the selection of the staff for the University of London, for "their lectures are so hurried over, the audience is the little better." He further explained that the teachers at Gresham college "cannot be turned out, it is a good settlement for life and they are very easy in their studies when once fixed."¹² In the prospectus, he advocated the securing of the best of tutors and professors

⁹ Appleby's Journal, July, 1723.

¹⁰ Augustus Triumphans, 1730.

¹¹ Ibid.

¹² Ibid.

¹³ Ibid

who should not be appointed for life, for he adds "were the professorship during good behaviour there would be a study to maintain their posts and their pupils would reap the benefit."

Many of our American universities might well ponder over Defoe's remarks concerning the indiscriminate granting of degrees. While on a tour through the whole island of Great Britain, he was careful to note the condition of the schools. In one instance, he discovered that an institution of considerable prestige was exceedingly lax in the conferring of degrees. Commenting on this practice, he advised that "it would be for the honor of the university and others in North Britain that they were less liberal in conferring degrees than they too frequently are."¹⁴ We are reasonably safe in concluding that this criticism was not prompted by any sectional prejudices, for he later offered constructive suggestions to the authorities of the institution in question relative to a change in their courses of study. Judging from the history of the university under consideration, Defoe's advice was not accepted at the time that it was offered. However, his plan had many virtues. It would have opened up for this school a larger field of educational service. But academic men brushed aside the counsels of this practical educator and continued leisurely in the old way.

Two centuries of educational striving in England have justified the wisdom of many of the reforms which he advocated. However, school men would not give him a hearing. Yet we somehow expect for the man who wrote Robinson Crusoe to meet difficulties, cheerfully grapple with them and ultimately conquer.

CHARLES EATON BURCH,
Assistant Professor of English.

¹⁴ A Tour Thro' the Whole Island of Great Britain, 1725.

ALUMNI YOU OUGHT TO KNOW.

Miss Julia A. Brooks, Assistant Principal Dunbar High School, Washington, D. C.

ANOTHER honor of no small importance has come to Howard through the recent appointment of Miss Julia A. Brooks to the position of Assistant Principal of Dunbar High School, the well-known institution of the Nation's Capital which holds first place among the secondary schools of the country.



MISS JULIA A. BROOKS

This elevation is the result of hard and persistent preparation with a definite goal in view, backed by successful service in the performance of the daily tasks as they came to hand. Miss Brooks is a product of the Washington public school system, having completed the elementary, high and normal schools of that city. She was appointed, immediately after graduation, as a teacher of the second grade in Bell School and was successful from the first. Her ambition, however, was for high school work and to that end she entered Howard University, attending college in the morning and teaching in the public schools in the afternoon. This was indeed a heavy contract; for college attendance covered six days of the week. During the

senior year, in order to complete her work, Miss Brooks carried six subjects instead of the required five, and this following a summer session at Columbia University.

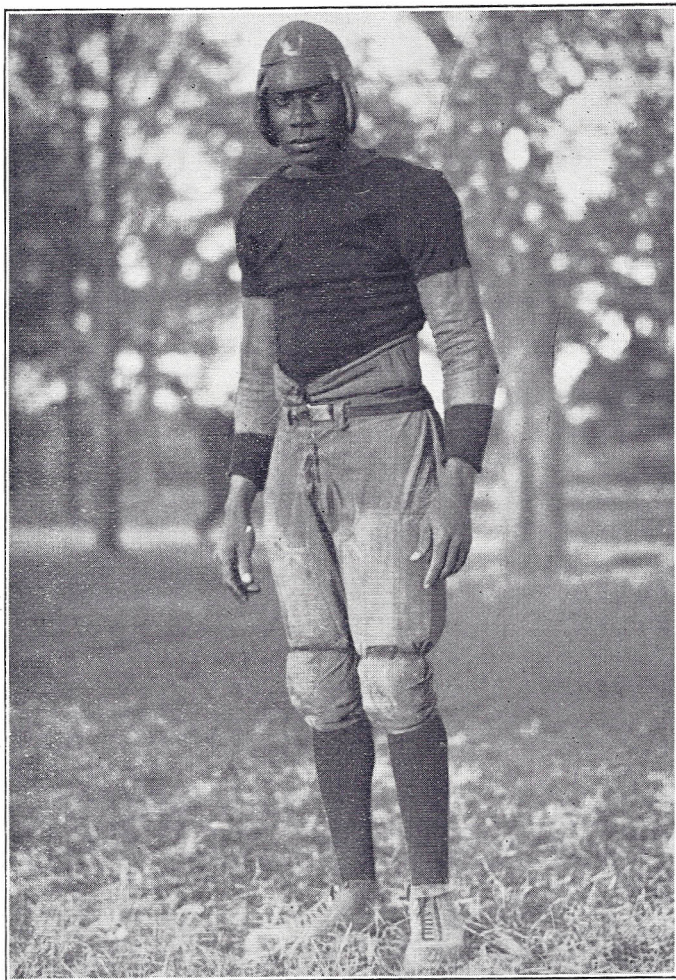
Success always follows work well done and Miss Brooks received the degree of A. B. in 1909, being the first to complete the course of the College of Arts and Sciences, while teaching in the public schools of Washington. Because of the high esteem in which she was held by her classmates, she was chosen as one of the speakers on class day. The following statement of the late Professor Charles C. Cook indicates the impression which Miss Brooks made upon her instructors:

"Her scholarly success has been marked, but, above all, she has won our admiration by the courage, steadfastness and fine earnestness with which she has accomplished the tremendous task of completing her college work in four years while also engaged in teaching. I can recall no such success in fifteen years * * *"

After graduation, Miss Brooks was transferred from the elementary school work to Armstrong High School as a teacher of English and History and later to the Phelps Building as a member of the staff of the Business Department to teach English and Spanish. When old M Street High School became Dunbar and moved into its new building she was assigned to the faculty of that school with which she has been connected ever since. At the opening of the school year in September, 1922, Miss Brooks was made Assistant Principal to fill the vacancy caused by the transfer of the former incumbent to the Principalship of the Shaw Junior High School.

Miss Brooks is the daughter of the Reverend Walter H. Brooks, who for forty years has been pastor of the Nineteenth Street Baptist Church of Washington, and the late Eva Brooks. She herself has been an active citizen, contributing her effort and her thought beyond the confines of her classroom. She is a charter member of the Alpha Kappa Alpha Sorority and is affiliated with the graduate chapter of that sorority in Baltimore, Md. She is also a member of the College Alumnae Association, an active organization of the women college graduates in the District of Columbia and Maryland. She has spent five summers in study at Columbia University and during the summer of 1920, traveled in France, Spain, Belgium, and Italy. Her visit to Spain was especially valuable in connection with her teaching subject.

We are particularly glad to present this sketch for the inspiration of the young women of the University and of our group in general. Within the present year and as part of the same movement two of our college women in the teaching profession have gained prominence. Miss Lucy D. Slowe, formerly Principal of Shaw Junior High School, was made Dean of Women at Howard University in June and Miss Brooks became Assistant Principal of Dunbar in September. The space at the top is not crowded and the path leading there is open—for women as well as for men.



GEORGE D, WILLIAMS, *Captain*

ALUMNI NOTES.

We insert this month a collection of brief notes taken from the files of the Teachers' Appointment Bureau of the School of Education relative to our alumni in the teaching service. These items necessarily include only a small number of our teachers. We would be very glad to publish in full the changes in the locations of the members of this group were it possible to get the information. Teachers move from place to place more rapidly than the members of other professions so that it is difficult to keep up with them. A line from any alumnus telling us of the arrival or departure from his town of a Howardite would help us not only to keep our files up to date but would enable us to share the information received. Remember always, that we must get our news from you. Send it in.

MISS ANNA E. COLEMAN, Domestic Science, Wilberforce University, Wilberforce, Ohio. Miss Coleman had to choose between this appointment and a reappointment in the City of Baltimore.

MISS JESSIE E. MOTTE, French and Latin, Gloucester Agricultural and Industrial School, Cappahosic, Va. Miss Motte was formerly at Wiley University, Marshall, Texas.

MISS HAZEL E. CRICE, Librarian, Lincoln High School, Kansas City, Mo.

MR. C. W. NAPPER, Junior High School, Piedmont, West Virginia.

MR. CLEATUS P. DUNGEON, Arithmetic, Grammar, History, Physiology, and Geography, Lincoln High School, Wheeling, W. Va.

MR. J. R. JORDAN, Simmons University, Louisville, Ky.

MR. WILLIAM O. BUNDY, James Quinn School, Manual Training, Fort Worth, Texas.

MISS MARION E. LACOUR, French and English, Lincoln High School, Wheeling, W. Va.

MR. IRA SMITH is working for the degree of M. S. in Education at the College of the City of New York.

MR. W. SHERMAN SAVAGE, History, Lincoln University, Jefferson City, Mo.

MISS MARGARET BUGG, English, High School, Cambridge, Md.

MR. OLIVER A. ROSS, Chemistry and Physics, Alcorn A. & M. College, Alcorn, Miss.

MISS PAULINE PHILLIPS, Whitesville School, Asbury Park, N. J. Primary subjects.

MR. RUEUS J. HAWKINS, Education and English, State Normal School, Fayetteville, N. C.

MISS ELLA V. PAYNE, Home Economics, Eckman, W. Va.

MISS GLADYS MORAN, Home Economics, Kimball, W. Va.

MISS PEARL H. MCGHEE, Second Grade, Anderson School, Denison, Texas.

MR. GEORGE W. MITCHELL, Principal of the Cambridge High School, Cambridge, Md. Mr. Mitchell is teaching Mathematics and Science.

DR. A. M. MORTON is meeting with success in his practice in the City of Washington.

MRS. MAGGIE QUANDER CARTER is serving as Assistant Matron in the Colored Orphan Asylum, Cincinnati, Ohio.

MR. CLARENCE W. FRISBY, Dean of Natchez College, Natchez, Miss.

MR. OSCAR L. JOHNSON, Zoology and Physiology, Claflin University, Orangeburg, S. C.

MR. CLAUDE A. RILEY, Manual Training High School, English and French, Muskogee, Okla.

MRS. ANNIE M. SCARLETT COCHRAN, St. Athanasius's High School, Brunswick, Ga. Mrs. Cochran is teaching Latin, French and History.

HOWARD UNIVERSITY RECORD

83

MISS BERTHA L. SMITH is working for the Master's Degree at Columbia University, New York City, which she hopes to receive in February, 1923.

MISS PEARL ANNA NEAL, Instrumental Music, Americus Institute, Americus, Ga.

MR. HOWARD W. BROWN, Principal J. G. Whittier Grammar School, Camden, N. J.

MR. MAURICE E. REID, Mathematics, History and Science, Colored High School, Frederick, Md.

MISS GERALDINE W. ASHE, Manassas Industrial School, Manassas, Va. Miss Ashe is teaching English, Latin and History.

MISS SYDNEY E. HUGHES, Teacher-Training, Bennett College, Greensboro, N. C. Miss Hughes is entering upon her second year as a teacher at Bennett College where her work has proven highly satisfactory.

MR. PAUL E. BROWN is an instructor in the departmental grades of the public schools in Atlantic City, N. J.

MISS MAZIE O. TYSON, Physics and Chemistry, Livingstone College, Salisbury, N. C. Miss Tyson was on the faculty of Wiley University last year.

MR. WILLIAM S. MAIZE, English, French and Algebra, Eastern North Carolina Industrial Academy, New Bern, N. C.

MR. JULIUS T. A. SMITH, Principal Eastern North Carolina Industrial Academy, New Bern, N. C. Mr. Smith is teaching History and Civics.

MISS HELEN L. SEYMOUR, Mathematics, Lincoln High School, Fort Smith, Ark.

MR. J. R. HUNT, Physical Training, State Normal School, Nashville, Tenn.

MR. WILLIAM GILBERT, Printing, State Normal School, Nashville, Tenn.

MISS RUTH M. GILBERT, Commercial Subjects, High School, Evansville, Ind.

MR. L. S. CURTIS, History and Civics, Summer High School, St. Louis, Mo.

MR. JOHN PURNELL, Education, Summer High School, St. Louis, Md.

MR. W. F. BYRD, History and Sociology, Gloucester High School, Cappahosic, Va.

MISS MARGARET E. JACKSON, English, History of Education and Principles of Education, Colored Training School, Baltimore, Md.

MISS PAULINE OBERDORFER, Seventh and Eighth grades, Bradley Park Grammar School, West Grove, Asbury Park, N. J.

MISS DOROTHY W. JONES, Educational subjects, Paine College, Augusta, Ga.

MISS JESSIE L. BULLOCK, Home Economics, Paine College, Augusta, Ga.

MISS OTHELLO M. HARRIS is working for the Master's Degree at Columbia University, New York City.

MISS MAE L. HATCHETTE, General and Biological Sciences, Virginia Normal and Industrial Institute, Petersburg, Va.

MISS IRENE MILLER is teaching Mathematics at the Virginia Normal and Industrial Institute, Petersburg, Va.

MR. A. J. LEE, Chemistry, Physics and Physiology, Rust College, Holly Springs, Miss.

MISS PEARL R. CAIN, Mathematics, Economics, and English, Dunbar High School, Fairmont, W. Va.

MISS EDITH N. BRINKLEY, English, Armstrong Technical High School, Washington, D. C.

MISS HARRIET A. DORSEY, Latin, Dunbar High School, Fairmont, W. Va.

MISS ELLA LOUISE STOKES, Education and Mathematics, Virginia Normal and Industrial Institute, Petersburg, Va.

MISS MABEL T. COLEMAN, English and French, Elkhorn High School, Elkhorn, W. Va.

MR. WALTER C. FULFORD, Sociology and Economics, Booker T. Washington High School, Norfolk, Va.

MISS ELLA LAWRENCE, Primary grades, Lincoln School, Louisville, Ky.

MISS MARIAN S. MAYO, Mathematics and Science, Armstrong High School, Richmond, Va.

MISS GEORGE GREEN, Drawing and Mathematics, Virginia Normal and Industrial Institute, Petersburg, Va.

MR. ELFRETH T. WASHINGTON is doing graduate work at Howard University.

MISS NATHALIE B. ANDERSON, Sewing and Millinery, Howard High School, Wilmington, Del.

MISS GRACE RANDOLPH enters upon her second year as teacher of Music in the State Normal School, Fayetteville, N. C.

MISS LEAH V. LEWIS, English, Richmond, Va.

MR. S. MARCELLUS BLACKBURN, History, Physiology, Civics and Physical Training, West Chester, Pa., School.

MISS JACQUELINE C. BROOKS, Sixth Grade, Slater School, Birmingham, Ala.

MRS. SUSIE WATKINS JONES, History and English, Northfork Junior High School, Northfork, W. Va.

MISS MARGARET ALEXANDER, English, Bramwell, W. Va.

MR. ROBERT A. THORNTON, Science, Shaw University, Raleigh, N. C.

MISS ANNA MAE CAINE, Cambridge High School, Cambridge, Md.

MISS REBECCA B. JONES, English, Tuskegee Institute, Tuskegee, Ala.

MISS LILLIAN S. BROWN, English, Virginia Theological Seminary and College, Lynchburg, Va.

MISS HILDA HOPEWELL, English and History, Stratton High School, Beckley, W. Va.

A new member of the faculty of Dunbar High School is Mrs. Norma C. Bacchus, who will teach domestic science. Mrs. Bacchus is a graduate of the School of Applied Science, Howard University, and has taught for several years at the Shaw Junior High School.

MISS GERTRUDE CURTIS has been appointed as assistant in the department of physical education of the Howard University to conduct classes in physical culture among the young women of the University.

The following letter from Professor Cummings will give much pleasure to his boys and girls wherever they may be:

"Andover, Mass., October 5, 1922.

My dear Professor Lightfoot:

These beautiful days make one think of Howard and the joy I had in the classroom and the pleasure in meeting friends outside. I would so gladly be there in body as I am in spirit but I realize that this is impossible. I should write often but my age retards the use of pen and pencil. If I could write as fast as thoughts come and go you would be flooded with letters. You must, by this time, be fully started in your daily routine, and I am wondering how the year opens and what changes have been made about the campus and in the board of teachers. I know you must have heavy burdens to carry if you still have charge of the Record.

I want to congratulate you most heartily on the honor that has come to you for you are truly worthy of it. Tell me all about it.

As for myself I am still strong and well and appear promptly at the table three times each day. Give my regards to all my old and dear friends:

Very truly yours,

(Signed) GEORGE J. CUMMINGS."

196 Piedmont Avenue,

Atlanta, Ga., November 12, 1922.

Professor G. M. Lightfoot,
Editor-in-Chief, Howard University Record,
Howard University,
Washington, D. C.

My dear Professor Lightfoot:

This comes to you as an expression of hearty appreciation for the splendid form of the Record. How I wish that I were there as an actual part of the bigger and better Howard, that is evidenced through the pages of the Record!

In my work here as Girl Reserve Director in the Phyllis Wheatley Branch of the Y. W. C. A., I make constant use of the inspiring content of the Record. We consider it a real asset to our little library.

I am enclosing a check for this year's subscription. (Kindly note new address.)

I will thank you very much if you will see that a recent University Catalog is sent me.

With best wishes for the continued growth of my dear Alma Mater, I am

Loyally yours,

(Signed) ADELAIDE D. SMITH,
(*Arts and Science, '18.*)

Robert L. Waring.

WE regret to note the death of Attorney Robert L. Waring, School of Law 1905, which occurred in New York City. Mr. Waring was a successful member of the Bar of the metropolis where he has been located for a number of years. Formerly, he was a very prominent and active citizen of the City of Washington and had the reputation of being one of the most efficient members of the police force of the National Capital. Mr. Waring was a brother of Dr. James H. N. Waring, Principal of the Downingtown Normal and Industrial School, Downingtown, Pa., and a member of the Board of Trustees of Howard University.



UNIVERSITY NOTES.

ON Saturday, October 29th, President Durkee attended the installation of Dr. Capen as president of the University of Buffalo, Buffalo, N. Y. All of the other institutions of higher education in the District of Columbia were represented at the inauguration of President Capen.

Howard Women Hold First Annual Dinner in University's New Dining Hall.

BRILLIANT in every aspect was the assembly of 250 women, students and alumnae of Howard University, in the first annual Howard Women's Dinner, Friday evening, November 3rd, in the University's new dining hall. The affair was planned by Dean Lucy D. Slowe who had as her motive the unifying of the women of the various departments of the University and the coming together of the undergraduates and alumnae a common bond of sympathy and fellowship.

It was the meeting of youth and experience when the alumnae threw off their cares and problems and entered into the spirit of the occasion by giving yells and singing the college songs. The enthusiasm at the dinner was tempered by a far deeper significance than was indicated by the jollification. The affair served to help awaken a woman's consciousness which is one of the first steps toward the evolution of the "New Howard Woman."

Dr. Welsh Speaks to Howard Women.

DR. LILLIAN WELSH, head of the Department of Hygiene of Goucher College, Baltimore, Maryland, gave two very helpful lectures to the women of the University on Sex Hygiene, November 8 and 10th, respectively. From the store of years of experience and practice, Dr. Welsh was able to bring a very beneficial talk to the women. The women of the University hope that this is the beginning of a very systematic campaign on good health that may end in a well regulated and practical Department of Hygiene that will help Howard to turn out students who are physically as well as mentally fit to carry on the work of the world.

IN THE PROFESSIONAL SCHOOLS.**School of Religion Notes.**

THE Maynard Literary Society of the School of Religion has elected the following officers for the year:

President, Charles P. Harris; Vice President, John A. Jentons; Secretary, Leon S. Wormley; Treasurer, Mrs. S. M. West; Sergeant-at-Arms, Lott T. Miller; Critic, Fitz H. Bell; Chaplain, P. William Price.

The annual Maynard Prize Debate will be held on Friday, December 15th, at 8 P. M., in Rankin Memorial Chapel. The question for debate is, Resolved: That the United States Government should take positive official action in the settlement of the Problem of the Near East. The affirmative side of the question will be presented by Messrs. William R. Jones and Melvin J. Key. The debaters on the negative side will be Messrs. Charles P. Harris and E. Adolph Haynes.

The Livingstone Missionary Society has organized for the year's work with the

following officers: President, Mr. J. Taylor Stanley; Vice President, Mr. James R. C. Pinn; Secretary, Mr. S. B. Stuart Medas; Treasurer, Dean B. Butler Pratt. On the third Friday of each month at 1:30 P. M., in room No. 303 Main Hall, this society presents a missionary program to which all connected with the University are invited.

The popularity of the Theological College is shown by the fact that several men who might have graduated this year are taking an extra year of study in order to graduate from this department of the School of Religion. Another fact, gratifying to all who stand for higher scholarship at Howard, is that many of our recent diploma graduates are seeking to deserve a degree from the department by taking additional studies under the direction of the Faculty.

Alumni Notes.

REV. ALFRED T. CLARKE, '95, is pastor of a church in Indianapolis, Ind.

REV. ARTHUR T. COLEMAN, '19, is located in New York City and making a good record in his church.

REV. M. L. GRAHAM, '20, expects to return from Jamaica and take up work in this city.

REV. LEROY HODGSON, '16, writes of successes amid great opposition in his mission field in Nicaragua.

REV. BENJAMIN F. JACKSON, '19, has been called to a large Baptist church in Clifton Forge, Va., and is meeting with enthusiastic support from his congregation.

REV. S. H. WILLIAMS, '20, has accepted a call to the Congregational church at Sheffield, Ala.

School of Medicine.

THE limitation to fifty of the entering classes in the School of Medicine has resulted in securing exceptionally qualified students. All instructors are commenting upon the unusual ability of Freshman students.

DR. ANTOINE E. GREENE has been appointed as Assistant in Bacteriology. Dr. Greene comes to us with very high commendation from Dean Bradley of the Massachusetts College of Pharmacy.

THE Howard University College of Pharmacy has been placed on the list of Colleges and Schools of Pharmacy recognized by the Ohio State Board of Pharmacy.

As a result of a competitive examination Dr. Arnold B. Donowa, Dental Class of 1922, has been appointed as Chief of the X-ray Laboratory in the Forsyth Dental Infirmary, Boston, Mass.

THERE will be practically a hundred per cent subscription to the Endowment Fund from the Colleges of the School of Medicine.

EDWARD A. BALLOCH, *Dean.*

UNDERGRADUATE LIFE.

The First Annual Howard Women's Dinner.

AN event that must go down among the annals of University history is the First Annual Howard Women's Dinner of November 3rd, 1922. A few short days before the event the Dean of Women conceived the idea and lost no time in putting it into action, with the assistance of a corps of efficient and enthusiastic workers of the students and alumnae of the University. At about 8:45 on the night of the 3rd there was an assembly of about two hundred and fifty students and alumnae of Baltimore and Washington and the affair was on. Aside from a good menu, a good old-fashioned Howard spirit prevailed. There were songs, "screams," as Dean Slowe is wont to call feminine attempts at yelling, and wonderfully inspiring speeches directed by the remarkably gifted toastmistress, Miss Bertha McNeil, and the students who would sing "Stand Up" to whomsoever they wished to speak. From Dean Slowe's speech that set forth her high conception of the women's "job" in the University throughout the entire list there was help and inspiration.

As painful and unheard of as it was, the dinner was planned without including the men. We were favored, however, with the presence of many in the balcony, among them the President and some of the Deans. They had come to gaze down upon us in response to the following invitations sent out by the committee:

November 1, 1922.

To the Men of the University:

The women of the University are having a dinner Friday night, November 3, in the new dining hall. One of the requirements for admittance to this dinner is that you be a member of the female sex. This naturally bars all men in the University, with the possible exception of the waiters, from the floor of the dining hall.

We are indeed sorry that you must miss so much fun, but you may retaliate on us whenever you desire by having a men's dinner. If you had thought of this first, you could have had the laugh on us, but your thoughts are evidently concerned with more weighty matter than eating. Just to show you how much fun we women can have when you men are not present, we are going to invite you to stand in the balcony of the dining hall to look down on us. From this, your point of vantage, you can force us women to do the usual thing: look up to you. This will more than compensate you for missing our dinner.

Be this as it may, we cordially invite you to come to the balcony at any time after 8 o'clock on Friday evening to see "a twentieth century wonder," Howard women enjoying themselves without the company of the men.

Very truly yours,

THE WOMEN'S COMMITTEE ON THE FIRST
ANNUAL HOWARD WOMEN'S DINNER.

The following were some of the responses received from the excluded and offended "males":

Washington, D. C.

To the Women's Committee on the
First Annual Howard Women's Dinner.
My Doubly Dear Ladies:

I beg to acknowledge receipt of your circular advertising the Women's Banquet on November 3rd in the new, nice dining hall. The masculine envy is invited in ad-

vance by the tantalizing pronouncement that no mere male need apply. All of which goes to prove that Kipling was correct, "for the female of the species is more hungry than the male."

This is the first time that I recall receiving a forewarning that men are forbidden even the thought of attending an exclusive feminine festal function. We may be led to expect many strange things when the "spare rib" sex announces its declaration of independence. I am glad that the male waiter will be tolerated. It is entirely fitting and proper that the greatest among you should be your servants. We are indeed sorry to miss so much fun. Mind you, I do not mean show. Did I say show? The occasion will furnish ample opportunity for laughter on the part of the gods, and both male and females. Many thanks for the opportunity and privilege of the balcony. From this point of vantage we shall behold and admire Goldenburg's millinery section.

We would, however, look upon the upturned faces hidden underneath. We thank you for the condescending suggestion that you will be willing on this occasion to look up to the men. Let me assure you that we will return the compliment by looking down upon you.

Nay, nay, my dear ladies, in your dear costumes, this is not the wonder of the twentieth century. It is but the age old propensity of the one feminine to lure and beguile simple minded masculinity by the display of vanity and pride. It is as old as Eve and the red apple. It would indeed be a real wonder of all time if the good women would indulge in a hilarious enjoyment, and keep it a secret from the men.

Permit me, a miserable and excluded man, to indulge the hope that this Adamless dinner may result in promoting the "Howard Spirit" without regard to class, sex or previous inertia.

Yours truly,

A MAN OF THE UNIVERSITY.

November 4, 1922.

The Women's Committee on the
First Annual Women's Dinner,
Care Dean Lucy D. Slowe,
Howard University.

Dear Friends:

I am very grateful for your kind invitation to view from the vantage point of the balcony your dinner of November 3rd in the new dining hall. It was my pleasure to accept this invitation and to receive the inspiration which must necessarily come from seeing a large body of loyal and devoted women meeting each other and pulling together in the cause of a Greater Howard. In many respects it was the most impressive scene that I have had the pleasure of witnessing in affairs concerning the University and I believe it is the beginning of a new day.

As usual the women took the lead. It is my most sincere hope that the men will follow. The sight which I witnessed was beautiful; for how could a whole be other than beautiful when made up of beautiful parts? But the beauty of the occasion was second in my esteem to the lessons taught and to the inspiration given to all Howardites. I thank you for Howard and for myself. May this be the beginning of a long series of such occasions.

Very sincerely yours,

A MAN IN THE UNIVERSITY.

November 2, 1922.

My dear Miss Slowe:

I have a copy of bulletin you have sent out "To the Men of the University." You have succeeded in adding a touch that gives your communication a laugh, a lilt, and a genuine touch of the human. I have enjoyed reading it very, very much.

Am not sure that I myself can look on from the balcony on Friday evening. You can well understand how I am loaded just now, but I shall be there in spirit, and certainly wish you every success in this new and very promising movement.

Most sincerely yours,

A MAN IN THE UNIVERSITY.

To quote one Howard man:

"In many respects it was the most impressive scene I have had the pleasure of witnessing in affairs concerning the University, and I believe it is the beginning of a new day." That force of which we spoke in the last issue of the "Record" is at work, silent yet powerful. The whole affair gave the women a new conception of what it means to be a student or an alumna of Howard University. We look forward with pleasure to the second annual Howard Women's Dinner and many other such affairs that must create and develop a new force for a Greater and Better Howard.

The Delta Sigma Theta Sorority House.

DELTA SIGMA THETA SORORITY has at last acquired that for which she has been striving for several years—a sorority home. The home is located at 603 Howard Place. Hearty coöperation and encouragement in the movement have come both from honorary members and graduate chapter of the city.

The girls of the Sorority realize the responsibility that rests upon them with the attainment of this long-sought goal. They know that this is one of the ways by which the ideals of the organization will be truly tested. Although their responsibility may seem but a small factor in preparing the young women for future life, it is of value. The women of today have a broader field into which to enter than had the women of a few decades ago. Their duties are not restricted to the maintaining of the home life. The women of today play a vital part in the affairs of the world. Much is expected of them. Their advantages are greater, so their responsibilities increase correspondingly. Freely they receive; freely must they give. Service is the price the world asks in return for the advantages offered.

One may wonder how a sorority home aids in fitting young women for a life of service. It will furnish experience in both economical and business management. It will develop also fundamental principles necessary to good citizenship and success in any chosen field; for, the very close contact of the sorority home in which several temperaments are combined eliminates selfishness to a large extent and inculcates respect for the rights of others.

Every girl feels this responsibility and every girl will measure up to the standard of young womanhood of the Delta Sigma Theta Sorority.

CATHRYN G. ROBINSON.

A. K. A. Sorority.

THE ALPHA KAPPA ALPHA SORORITY gave a very picturesque Hallowe'en Party at their home on Sixth street, Friday evening, October 27. The sorority had as its guests the members of the Ivy Club, who furnished a very lively program. The costumes were interesting, there being everything from a maid ready for the surf at Atlantic City, to a gipsy fortune teller; from a sheik to a clown. The house was decorated with fall flowers and foliage. The refreshments were uniquely served. There was good music and everybody had a jolly old-fashioned time.

**Popular Social Affairs at Coliseum on Thanksgiving Day Assured of Success.
Howard Student Organizations Co-operating to Make Events
as Outstanding as the Annual Classic.**

MUCH coöperation is being given by various individuals and organizations to make an outstanding success of the two social affairs to be held on Thanksgiving Day after the annual "Football Classic of the Year" at the Coliseum, Ninth and Pennsylvania, for the benefit of the Department of Physical Education of the Howard University. Messrs. E. Gaylord Howell and C. Herbert Marshall, two of the most popular students of Howard, have volunteered their services to make the events equally as important and representative as the now much heralded annual athletic event.

In addition to the fact that the proceeds of the two affairs will be given to Howard's Department of Physical Education, the Secretary-Treasurer of the University has just announced that the checking privileges at the Coliseum for the two affairs have been given to the Student Branch Y. W. C. A. and Y. M. C. A. organizations of Howard. The young ladies of the Howard Branch Y. W. C. A. will have charge of the checking arrangements in the afternoon and the men of the Howard Branch Y. M. C. A. will have charge of these arrangements in the evening at the Assembly and Reception.

For both of these two popular social affairs, by special arrangements the services of Louis N. Brown's Deluxe Society Orchestra have been secured. Mr. Brown has agreed to personally direct his Orchestra for these two occasions.

What Is Your Idea of a Library?

THE attention of the student body was called sometime ago to the fact that the library was not to be used as an eating place. Some days later a pile of orange peels lying on top of one of the magazine shelves was noticed by one of the students and removed. That student had no connection with the scraps being put there so why did he remove them? It was pride.

On Thanksgiving Howard plays Lincoln in the Football Classic of the year. There is no doubt that every student of the University will attend that game. In many instances, other things of equal importance will be put aside in order that this game may be seen. Why is this? We ascribe it to loyalty and spirit. But loyalty and spirit are based on pride. We are loyal to Old Howard because we are proud of her, her achievements, and her ideals. We are loyal to the team because it so nobly defends Howard's name on the field. Why should we show more pride in sport than in the appearance of our campus and, particularly, our library? There is no sound reason why we should.

From this time on let each one of us do his utmost to correct such mistakes. Whenever we see any one placing peels and other refuse in places not intended for that purpose, let us speak to that person about it. If we do not see the guilty one, we should remove the scraps and in a small measure show the pride we have in our school—Howard.

The Spirit of the Freshman.

WHILE walking around the campus, the blue cap of the Freshman is to be seen. It matters not the place, the time or the occasion. How are they regarded by the upper classes?

In other schools, though hazing is not permitted, the blue or green cap of the Freshman is a sign to the Senior that the wearer is subject to his disdain. He can impart some of his knowledge to the lowly Freshman behind the locked doors of his study, but he would never think of being seen talking to him on the campus. It would offend his Senior dignity.

It is a credit to Howard that there is such a friendly relation between the "blue caps" and the upper classes. On every hand we see groups of fellows composed of both classes. This may be noticed also among the young ladies.

What does this mean? It means that the students are looking farther than classification and are forming friendships according to the individuals. This will tend to increase the friendly spirit existing between the classes and in turn result in better coöperation on the part of the student body as a whole.

The spirit of the Freshman and of the blue cap is indomitable. He is not to be discouraged. The Freshman is not afraid or ashamed of his cap. Let us all have this spirit and watch for the quick development of the ideal Howard man and woman that we read about in the Record of last month.

A. C. C., '23.

Sophomore Get-together.

WHAT noise was that which disturbed the peaceful quiet of the Library on the night of Friday, October 27th, about 8 o'clock? It seemed to have come from the depths below. Quietly descending the steps the investigator found that the Sophomore Class had chosen this as "Get-together Night," and that Library Hall was to house the spirit of Class '25 for the evening. The investigator resignedly returned to his task though he knew that further study would be practically impossible with the indomitable spirit loosed in the hall beneath him.

The occupants of the Library on that night must admit that the Sophomores refrained from noisy pursuits until 9:30 o'clock, at which time the Sophomores took possession of the place. Then Library Hall echoed with songs and class yells.

The chairs had been moved from the center of the hall. There the members stood in one vast crowd facing the platform. The gingham dresses of every hue added effectiveness to the picture and proclaimed the "plainer dress movement" a grand success.

After the Sophomores had yelled to their hearts' content, the noise subsided. All were seated. Miss Anita Turpeau read an original poem in which, to use a Popean line, "At every word a reputation died." This poem was very interesting, especially to the Sophs to whom it afforded no end of enjoyment. An impromptu program was given by various members of the class. Miss Turpeau and Miss Weida Wallace with Mr. F. L. Terry, violinist, kept the party alive with popular airs and school songs.

About 10 o'clock the Social Committee decided that the members needed a little reinforcement if they were to yell any more; so forth sallied the good members of this committee laden with cakes and candy. Fruit punch was served from an enormous vessel in true rural fashion. While the Sophomores were thus engaged, in walked several bold Freshmen. The Sophs, being very hospitable folks, fed these poor Freshmen and then showed them the way out.

After more yells and songs Mr. Carrington delivered the closing remarks. All of the members of Class '25 rose and sang the "Alma Mater" in a way that the entire student body assembled in the Chapel could not surpass. The crowd that ever filed into Library Hall poured out after having spent an evening of joy at the Sophomore Get-together.

H. A. D., '25.

A Revival of the Old Howard Spirit.

MANY alumni insist that, in the good old days when they were undergraduates, the very air of the campus was so saturated with the Howard spirit that even visitors became infected with a sudden enthusiasm for the alma mater. That this spell has

lost much of its potency in recent years is undeniable. Things which were done automatically heretofore, now require special campaigns. The coaches have hard tasks on their hands to recruit candidates for the various athletic teams. Cheerleaders labor to squeeze yells out of high-collared Romeos. The familiar snake-dance after a big game has become almost a lost art. And this, in spite of the fact that Howard has grown into the ranking position among Negro institutions in America.

From a small, rented, frame building, with five students and an empty treasury in 1867, it has matured into a class A University in 1922 with a modern plant valued at nearly \$2,000,000; twenty-five buildings and two thousand students. From an athletic beginning which was practically nil, it has developed a system of universal training (professional schools excepted); maintains representative teams in all the major sports, which teams are coached by the best instructors obtainable. The victory of our relay team at the University of Pennsylvania Relay Carnival in 1921, which resulted in Howard being graded in Class B along with such schools as Columbia, Notre Dame and Boston College, is the outstanding achievement of any Negro institution engaged in intercollegiate athletics. In the light of these accomplishments in material resources, in scholarship, and in athletics, the present apathy of spirit is phenomenal.

Now, what are the causes that have produced these weird effects? Any student could cite a dozen reasons but all of them could be boiled down to three general headings; namely, too much cliqueism, not enough fraternalism; too much dignity, too little democracy; too much pull and not enough push by the ultra-conservative wing of the faculty. The latter is somewhat excusable, since effective checks against a potential overflow of spirit by social groups are essential. But when these checks serve to stifle initiative and the group idea among students their value is questionable.

In the same manner, fraternities are indispensable to modern university life when they are properly conceived, and when their works are in harmony with the best traditions of their respective institutions. But cliqueism is not fraternalism, and when grown-ups cannot think or act beyond their little clan, then it is time to revert to the fraternal primer. Too much cliqueism resulted in the abolition of all fraternities at Princeton University. Cornell University is noted for its many fraternities and sororities, yet, the Cornell spirit is not so widely quoted as that of Harvard, Yale or Princeton.

Again, we concede that culture is much to be desired by all. Also, that if we are to have it, the exponents of culture would naturally be recruited from our schools and colleges. But, is democracy opposed to culture, and do the pious parsons sacrifice their dignity when they attend a mass meeting of students or join in singing the "Alma Mater" with good old revival spirit? We need a united sentiment that is for Howard first, last and all the time. We need to bolster up the spirit of the teams by demonstrating in a noisy manner that we are with them, win or lose. We need to lighten the burden on the coaches, to revive the interest of the alumni in undergraduate activities at Howard. A member of the physical department stated not long ago that a census was taken last spring of all the alumni who were present at the annual spring athletic carnival. To his surprise, the report showed that less than two dozen graduates were present, although more than five hundred alumni of Howard reside in the city of Washington.

Knowing the causes of this indifference of feeling, the remedy suggests itself. One step in this direction is indicated in the present agitation to build and equip a modern gymnasium on the campus with a new athletic field commensurate with the growing needs of the University. The old field is entirely inadequate. Not only is the cinder track too small and filled with clinkers, which render the underfooting

dangerous for runners, but its dimensions are unstandardized. This eliminates the opportunity of having records made upon our track accepted by the Intercollegiate Amateur Athletic Association. While awaiting the gymnasium and new athletic field, the installation of sufficient collapsible bleachers on the field would enable the undergraduates to assemble *en masse*, learn the college songs, and practice organized cheering under natural environments. The custom of students assembling as a unit at athletic games has cemented college spirit and makes traditions at other schools—why not at Howard?

There is much talent that is only partly utilized on Howard's campus. The things necessary to start it functioning at one hundred per cent are: an injection of the family spirit among the undergraduates; a realization by a scattering few that students at Negro colleges have passed the kindergarten stage; and a more practical interest in undergraduate life by the alumni associations. Then, returning graduates will notice not only a revival of the days of Armstrong, Gilmore and Oliver but the air of the campus will become so surcharged with the Howard spirit as to be felt all the way to the Potomac.

THOS. J. ANDERSON, '25.

A Tribute to My Mother.

(Passed away Sept. 11, 1922.)

She is not dead, whose spirit wakes
In every zephyr's breath,
Whose smile on Love's horizon breaks—
Such dawn is Life, not Death.

She is not dead, whose glances warm
Earth's sunset hours recall,
Whose Loveliness of face and form
Can yet our hearts enthrall.

She is not dead, whose soft low voice
In Music's echo dwells;
Which bids a stricken heart rejoice,
And Sorrow's smarting knells.

She is not dead, whose counsels wise
The mind can cherish still,
Th' immortal spirit never dies,
Steadfast, abiding, th' eternal will.

She is not dead, whose mother love
We miss and mourn today;
Her memory reigns all else above,
Not dead!—she lives for aye.

C. A. JAMES-SWANN,
Junior Dental Student,
Howard University.

Student Conference.

Why do you go to college?

Parental power, practical persuasion, or —?

What do you want to be like when you leave college, or don't you care so long as you have a certain amount of useful information?

Who decides what shall be taught at your college?

Why do liberal clubs think it necessary to bring to the colleges speakers whose point of view is not ordinarily presented by the faculty?

PROBLEM.

If 130 credits = 1 B. A., + 30 credits = 1 M. A., + 70 credits = 1 Ph. D., how many credits will = 1 intelligent man?

How is it that you can go to college when so many other men and women can't?

Are you taking somebody else's education away from him?

Do you owe anything to the uneducated?

PROBLEM.

If you get \$25.00 a week for working and not expressing your ideals, and \$00.00 a week if you work and express your ideals, what are your ideals worth?

These and other questions will be discussed at a conference held UNDER THE AUSPICES OF THE NATIONAL STUDENT FORUM during the Christmas vacation on December 26, 27 and 28, in the vicinity of New York City. These questions center about two main topics:

1. Why is college what it is?
2. What are our responsibilities as students?

The six foreign students whom The National Student Forum is bringing to the United States will be present. It will be their first meeting with an American group of friends. There will also be several recent graduates who will discuss the possible courses for socially minded students after leaving college. But there will be no big speakers. It will be a conference of students for students and will concern the vital issues of the student's life.

THE NATIONAL STUDENT FORUM,

2929 Broadway, New York.

OF GENERAL INTEREST.

ROLAND HAYES' SUCCESS IN PARIS.

Extract from "Flirt," a Very Popular Magazine of Paris, France—"Black Again in Vogue."

BY H. SEM.

Translated by Monsieur Metz T. P. Lochar, Howard University, Washington, D. C.

THE folly that is again manifested this season by the women for the color black is not at all annoying or displeasing to the dressmakers. I am not making allusions to Monsieur Rene Marran, the author of "Batouala" and last winner of the Goncourt Prize, but I want to speak of the Negro singer, the only real lion of the day, whose presence is sought in all sumptuous salons. It is not the first time that Paris has raved over Negro singers, thank God—no—we are saturated with them. But up to then these Negroes have been singing the same songs with mimic and gesticulations somewhat monkey-like, of rag-time air. The new and interesting feature in the case of Mr. Hayes, is the fact that he sings nothing but classical music or high-class modern music.

I had the occasion to hear and applaud him lately in an up-to-date salon. I must say that at once he astonished and enchanted me. His voice, of unheard suppleness, is of a charming and thrilling timbre. Mr. Roland Hayes is a perfect gentleman, clad in an English style but soberly elegant. He sings with much taste in an excellent style without the least gesture, erect, hieratic even in his impeccable frock coat. He closes the eyes in singing like a blind artist, and opens widely his impressive mouth where sparkle the ivory of his long carnivorous teeth.

It is singular and startling to hear, or to see gush out of this darksome whirlpool of this voice of AISSAOUA, the clear and soft harmonies of Mozart. I was sitting near a particularly exalted lady, who frantically applauded, interjecting some OH—and some AH—adding (AH—how beautiful—how marvelous he is—I would like to see him unadorned, with shell-fish around the waist, singing some pieces of DeBussy: O—My Dear, L'Après-midi D'un faune). The afternoon of a faun in Tonbouboutou.

The remarkable thing about it is the unbounded admiration of the aristocratic women for this Negro artist. It is not a funny and eccentric caprice, but a passionate adoration capable of rendering Reynaldo Hahn jealous. After each rendition in which he puts his soul and energy, the young master denies himself of the ovations and retires for a moment to recollect. I have, then, seen some fervent admirers, the most privileged ones, follow him privately, with the complicity of the House Mistress, slipping in along the halls up to a sort of cabinet riddance, an improvised vestry where the master rests himself, retrieves, and gargles in the silence, away from the world. I am the impartial observer in the midst of the indiscreet and I can contemplate Mr. Roland Hayes stretched out on a sofa, in his ermine coat. He resembles quite well, amid this crowd of animal skins and colored materials, a very modern Behanzin surrounded by his white slaves.

However, his faithful accompanist, no less colored, protects him against the much-demonstrated admiration, and holds the excited crowd at a reasonable distance.

But in the elegant salon, the people are transported with joy, they claim and proclaim the artist. They want him——. The Mistress of the House insists and he returns, in order to avoid too much supplication, followed by his retinue of intoxicated slaves, drunk with his magnetic charm and the rare and precious suavity of his delightfully delicate voice. As he passes through the labyrinth of the obscure halls, where the scary camera men jostle each other, to see him, his picture is happily taken. His reappearance under the crystal chandelier is greeted with cries of ecstasy. He sings again two classical pieces, then terminates with the Negro songs, a wild and guttural melody with a penetrating thrill vibrating its echo through the melting heart of his passionate hearers. One feels the wholesome nostalgia, the dismay of the equatorial nights, where resound softly the distant roaring of the lions. Mr. Roland Hayes is very graceful, correct and Britannic in his bows. It is the last and it is ravishing. These beautiful ladies can now approach their idol. The Negro singer now the favorite of Paris belongs to them, they surround him and smother him.

This guileless American was perplexed in the midst of this Parisian festival. Meanwhile the Negro King devours the gluttonous kisses from the emotional hands and even the naked, rosy arms ascended to his artistic lips.

COUNTERWEIGHTS.

A Lament for the Benefit of the Freshman.

When Jones first came to college,
He thought he'd doped it right,
He'd eat and sleep most all the day,
And go out every night;
He'd never crack a single book,
He'd do just as he'd please,
He'd get up late—he'd stay up late,
He'd be a man of ease.

The first semester all went well,
And just as Jones has planned,
Until he got a *Summons* which
He couldn't understand.
The Dean said, "Jones, you've flunked your course,
Your chance you've failed to seize,
I'm afraid we'll have to part with you."
Jones was a man of "E'S."

Sim—"What discouraged you from continuing the study of music?"
Phoney—"I couldn't turn the pages fast enough."

Boss Man—"I'm doubling your salary from now on."
Man Man—"Oh, how can I ever thank you for the raise?"
Boss Man—"Don't mention it. It's a mere trifle."

Freshman—"How did I know you called on Ethel?"
Soph—"I saw your suit at the cleaner's."

First Prof.—"Well, how were your examinations?"
Second Prof.—"A complete success. Everybody flunked."

"Mother, how do you like my marble cake?"
"I never saw a better imitation of marble."

Coach (to football tryout)—"Here, you there, what position do you play?"
Tryout (blushing)—"Bent over, sir."

"Father, why are the students carrying their books to class today? They never did before."
"They have examinations today, my son."

Stage Manager—"All ready, run up the curtain."

Stage Hand—"What do you think I am, a squirrel?"

"Oh, conductor, please stop the train, I dropped my wig out of the window."

"Never mind, madame, there is a switch just this side of the next station."

John—"Teacher, can anyone be punished for something they didn't do?"

Teacher—"Why, no; of course not."

John—"Well, I haven't done my arithmetic."

Stung.

The candors of the brethren are illuminating.

An American evangelist was engaged by a church for a week's special mission. On his arrival he went to see the minister. "What sort of church have you here?" he inquired. "Well," replied the pastor, "I am afraid things are pretty bad. The people are worldly and careless; the congregations are small; there is no interest in mission; no one comes to a prayer-meeting; dances and card parties go on all through the week; and the people are indifferent to the claims of religion." "Well," sneered the evangelist, "If I had a church with members like that, I'd go out and hire a yellow dog to bite 'em." "Yes," said the minister, "that's what we've done."

Arithmetically Speaking.

Sunday School Teacher—"Willie, how many Commandments are there?"

Willie—"Ten."

Teacher—"That's right. If you broke one of them what would happen?"

Willie—"There would be nine left."

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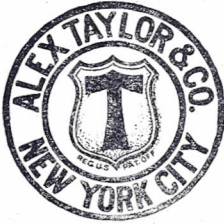
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